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ABSTRACT

The introductory section of this brief on counseling in the community college reviews the major concerns presented in the literature relative to student counseling services, professional associations, the Computerized Vocational Information System, peer and paraprofessional counselors, cultural factors influencing counseling, counseling special groups of students, and the most important objectives of community college orientation courses. Following this, an annotated bibliography of both published and unpublished materials from the ERIC system files is organized into eight sections: overview of college counseling (6 items), program descriptions (5), counselor role and function (6), career counseling (8), counseling diversified students (13), peer/paraprofessional counseling (5), evaluation (6), and special concerns (4). (MB)

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ABOUT COMMUNITY COLLEGE COUNSELING

A Brief highlighting important literature since 1972 on counseling in the community college.

Compiled by

Bonnie M. Sanchez

96 Powell Library Building
University of California
Los Angeles 90024

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JC 780 500

This Brief focuses on counseling in the community college. It consists of eight sections: Overview; Program Descriptions; Counselor Role and Function; Career Counseling; Counseling Diversified Students; Peer/Paraprofessional Counseling; Evaluation; and Special Concerns. It is based on references to both published and unpublished materials from a variety of sources, including books, journals in the field, and the files of the ERIC system. Bracketed publication dates are approximate.

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THE LITERATURE TELLS US THAT:

Eighty-seven percent (87%) of 140 community colleges surveyed provided student counseling services, while 77% provided counseling services to non-students.

Over 400 professional associations serve two-year college student development workers.

The Computerized Vocational Information System (CVIS) is an integrative set of guidance systems that provides information about 450 occupations and about college and technical school programs.

A peer helper training program has been developed so that peers with specific interpersonal skills can act as adjuncts to counseling staffs.

The role of the paraprofessional counselor has been identified in four models developed for two-year colleges.

A valid and reliable diagnostic instrument designed for students evaluates individual counseling services.

A counselor guide, developed for use with groups of 10 to 12 participants, focuses on key issues involved in career decisions.

Cultural factors influencing counseling and problems faced by counselors of different ethnic backgrounds vary.

Counselor ethnicity is perceived by students as a significant variable in counselor selection.

Attitudes and values held by counselors are important limits in counselor/client relationships.

Strengthening the student's self-concept in order to succeed in college is the primary focus of an integrated college counseling plan.

Holland's Human Potential scheme is utilized as a way of helping students overcome their anxieties about returning to college.

An evening counseling services model for evening students is based on data resulting from a questionnaire administered in evening classes.

A group counseling program for mature women with family responsibilities assists women in adjusting to their new student roles.

The student attrition rate was only 4% for women who had completed a peer counseling program prior to entering college.

Occupations accessible to the physically handicapped are classified as a result of an employer survey.

THE LITERATURE DOES NOT TELL US:

Peer helpers are as effective as professional counselors in dealing with interpersonal relationships.

The types of counseling (e.g., Rogerian, peer) that are most effective with specific types of populations--e.g., women, ethnic groups, older students.

The relationship between career decisions and computerized counseling guides designed for individuals and for groups.

If an optimal student/counselor ratio does pertain, and in what types of populations.

The relationship between career maturity and computer-assisted career guidance activities.

The extent to which counselor aides accurately augment the work of trained counselors.

The role of the counselor in helping students resolve various identity crises.

How counseling procedures differ in helping women who are planning traditional and innovative careers and lifestyles.

How to facilitate the transition of reverse transfer students from four-year to two-year colleges.

The most important objectives of community college orientation courses for different types of student participants.

OVERVIEW

Borland, David T., and Birmingham, Joseph C. "Academic Advising in the Community College." Texas Personnel and Guidance Journal, 5 (2): 110-116; Fall 1977.

This study involves an analysis of problems associated with current advising systems, an investigation of the organizational aspects of advising systems found in community colleges, and the establishment of the components necessary for effective advising.

Brooks, Gary D., and Avila, Jose F. "A Profile of Student Personnel Workers in Junior and Community Colleges." Journal of College Student Personnel, 14 (6): 532-536; November 1973.

This article reports the results of a nationwide survey of chief student personnel officers at junior and community colleges. Included are statistics regarding sex, ethnicity, age, educational background, areas of responsibility, academic rank, salary, length of service, professional affiliations, and publication records.

Goodman, Leonard H., and Beard, Richard L. "An Analysis of Reported Counseling Services in Selected Public Community Colleges in the Southeastern United States." Community/Junior College Research Quarterly, 1 (1): 81-90; October-December 1976.

Of 140 responding community/junior colleges surveyed, 87 percent reported they provided student counseling services, 77 percent provided counseling services to non-students, and 37 percent indicated they needed improvement in the area of vocational counseling services. Educational counseling was reported to be the primary service rendered, and job-placement was seen as the least important counseling function.

Johnston, E.F., and Miles, F.A. "Canadian Community College Counselling Services--How Are They Staffed?" Candian Counsellor, 9 (3-4): 169-180; June 1975.

Because little is known about counselling services in Canadian community colleges, the authors sent questionnaires to 179 post-secondary, non-university, educational institutions and received replies from 83. Data on numbers of counseling personnel, their educational level, salaries, counsellor-student ratios, support staff, and other relevant material are reported.

Miller, Theresa M. A Study of Counseling Services in Two-Year Colleges. Unpublished paper, 1977. 23pp. (ED 144 635)*

In winter 1977, a survey was conducted of the counseling services offered by selected community colleges in the tri-state area of New York, New Jersey, and Connecticut. Included were one private and 11 public colleges that had been organized for ten years or less and had student populations ranging from 360 to 14,000. White students predominated (90%), but two colleges reported ethnic enrollments beyond 30%. Counseling services were identified in all 12 colleges, under a variety of names. Large colleges had separate offices for different functions. All but one had both day and evening hours; two were open on Saturday. All centers offered vocational, veterans, transfer, testing, learning difficulties, and personal counseling, with academic help offered by eleven. Other counseling offered included: handicapped services (10), financial aid (9), mature adult (9), group and feminist counseling (8), and student-run services (7). Over half used paraprofessionals and/or consultants, and had arrangements with local hospitals for acute emotional crises. Counselors in all colleges taught classes, and in seven schools had faculty status. Problems most often encountered were ranked as academic, vocational, interpersonal, anxiety, financial, desire to drop out, depression, and family/marital.

Young, Robert B. (Comp.), and Others. Professional Associations for Two-Year College Student Development Staff. Washington, D.C.: American College Personnel Association and the National Council on Student Development, 1977. 78pp. (ED 144 663--Available in microfiche only.)*

This directory lists 428 professional associations which serve two-year college student development workers. It includes 46 national, 86 regional, and 296 state and substate associations. Most entries contain the organization name, address, phone number, annual fee cost, contact person, purpose, and the persons or areas served. The result of a national survey sponsored by the American College Personnel Association, the directory is a valuable resource for all student development professionals, with listings relevant to counseling, testing and evaluation, career planning and placement, financial aid, housing, orientation, foreign students, veterans, student activities, athletics, college unions, bookstores, admissions, registration, and health services.

PROGRAM DESCRIPTIONS

Amburgey, Lillian. Decentralized Counseling: An Innovative Approach. Richmond, Va.: J. Sargeant Reynolds Community College, 1973. 45pp. (ED 110 121)*

Decentralized counseling was a foremost consideration of college

administrators during the planning of the first campus of J. Sargeant Reynolds Community College (JSRCC). However, since the college opened in September of 1973, a myriad of problems have developed which must be solved if a successful program of decentralized counseling is to be achieved. This document explores these problems and their solutions. Results of a preliminary survey of the attitudes of JSRCC administrators, faculty, counselors, and students towards a decentralized counseling system are reported. Also included are the results of a survey of current practices and innovations in counseling at selected two- and four-year colleges and an examination of related educational research. The author concludes that decentralized counseling helps maximize a student's college experience and is one method that achieves a modicum of success in bridging the existing gap between an institution's personnel and instructional functions. A postscriptual report discusses the status of counseling services at JSRCC one year after this study was undertaken and offers suggestions for further program modification, fund utilization, and staff development. Organizational charts and the survey forms are provided, and a bibliography is appended.

Helfgot, Steven R. "Student Development Faculty in the Interdisciplinary Learning Cluster." Community College Frontiers, 4 (1): 4-11, Fall 1975.

Both theory and organizational structure support the isolation of teaching faculty and counseling staff in most institutions of higher learning. At Oakton Community College (Illinois), a student-centered philosophy which contends that cognitive and affective growth are intimately related has led to the integration of teachers and counselors.

Heller, Barbara R., and Others. A Demonstration of a Computerized Information System in Four Urban Community Colleges. New York: City University of New York, Institute for Research and Development in Occupational Education, 1975. 86pp. (ED 121 373)*

During 1974-75, four community colleges of the City University of New York participated in a demonstration project utilizing a computer-assisted guidance system to provide occupational and educational information to students. At each college, a counselor in the office of the dean of students supervised the project and, with the help of student aides, conducted all publicity and recruitment, orientation, follow-up, and recordkeeping. The data bank used was the Guidance Information System marketed by Time Share Corporation, which consists of four subfiles: (1) a four-year college file containing information on approximately 1,600 colleges throughout the nation; (2) a national two-year college file covering approximately 1,000 junior colleges; (3) an occupational file with information on about 1,300 of the more than 20,000 occupations in the Dictionary of Occupational Titles; (4) a small scholarship file. At least 635 different individual students requested computer information a total of 868 times. Despite the attempt to give priority to students in occupational

curricula, at least half of these students were enrolled in liberal arts programs. Details of the project design, implementation, use, and reactions to it are given, and recommendations are made.

Holt, Diane, and Hegar, Alylene. "LIP in Dallas." Community and Junior College Journal, 46 (3): 23-25; November 1975.

The Learning Improvement Program (LIP) at Eastfield College (Texas) teams up instructors, counselors, and paraprofessionals to provide various types of assistance for students identified by "early warning signs" as facing academic trouble. LIP is a prototype for integrating instruction and student personnel services.

Meyer, Donald P. Yes, We Have Computer Assisted Counseling. Shawnee Mission, Kans.: Johnson County Community College, 1972. 8pp. (ED 088 536)*

The Johnson County Community College has decentralized counseling services in which counselors are located in the office areas of the various divisions rather than in a separate counseling office. Counselors are recruited with backgrounds in the specific program areas for which they will be responsible. The counseling program emphasizes referral to other community agencies rather than duplicating community services at the college. The key ingredient in the program is an online system in which the counselor has full-time access to a computer where all the demographic, transcript, course and program information is stored. During a conference, the student and counselor can enter the courses chosen into the computer system. At the end of the interview, the counselor touches the "send" button and the courses chosen are stored by the computer. During registration, the computer makes checks for time conflicts, pre- or co-requisites, and class capacity. Grade reports are also done by computer. This system is particularly useful in a multi-campus college.

COUNSELOR ROLE AND FUNCTION

Hughes, Don. "What Do Counselors Do?" NASPA, 14 (2): 29-34; Fall 1976.

State community college counselors work together in a comprehensive study of what's actually happening in counseling centers.

Kester, Donald L. The Community College Counselor Is the College's Primary Institutional Leader in the "Cooling Out" Process. Unpublished paper, 1974. 28pp. (ED 097 937)*

The role of the counselor in helping the community college student redefine nis occupational and educational future is discussed,

and data from the Nor Cal Attrition Study are provided. An analysis of the data showed that the counselor is the institutional leader in the "cooling out" process. Tables provide the study data, and appendixes present tabulations of Response to Question 17 of the Nor Cal Co-operative Research Questionnaire, Phase II and III 1969-70 (Which of the following people would you rely on most for advice about school or job plans?), lists of participating colleges in Nor Cal Phase II and III, and the final report of the Nor Cal Study consisting of data from the two phases of the study.

O'Banion, Terry. "Counseling and the Emerging Model of Student Development." New Directions for Community Colleges, 2 (4): 25-34; Winter 1974.

The purposes of this article are to discuss the impact of new students on counseling, to suggest new roles for the counselor in relation to curriculum and staff development, and finally to note implications for the preparation of counselors which emerge from having new students and new counseling roles.

The Role of the Counselor as Developed by the District Counselors Committee. Saint Louis, Mo.: Saint Louis Junior College District, 1974. 5pp. (ED 091 018)*

A statement incorporating the ideas of the District Counselors Committee and all counselors in the Junior College District of St. Louis as to the role of the counselor is provided. The statement is meant to help interpret the counselor's role and function and to provide a frame of reference for evaluating services, determining priorities, and allocating time and energy.

Whitehead, Everett. The Counselor as a Social Force: Identifying Counselor Role and Functions in the Community College. Unpublished paper, 1974. 106pp. (ED 105 917--Available in microfiche only.)*

School counselors face identity crises since they must respond to the conflicting demands of students, faculty members, administrators, commercial and industrial interests, parents, and the local community. In order to defend themselves against public criticism, counselors must find a way of illustrating their effectiveness. Data obtained from an administration of the IRC Input-Output Analysis of Student Personnel Services (1971-73) was used to determine the performance (objectives, efforts, and outputs) of all Florida community college counselors and of Brevard Community College (BCC) counselors. The major conclusions drawn are: (1) counselors are an effective social force in educational institutions and will remain so as long as their services facilitate the goals of the institution; (2) counselors do have an identity problem; (3) a systems approach to the management of counselor activities can be an effective tool in defining and evaluating the role and effectiveness of community college counselors; and (4)

counseling is functioning at a healthy and satisfactory level in Florida community colleges and at BCC. The author recommends the adoption of a systems model by BCC counselors; such a model will determine the results of exact services provided and will measure the benefits in relation to cost to the institution. A review of pertinent literature and several tables and charts illustrating data are also included.

Wolf, John C., and Dameron, Joseph D. "Counseling Center Function in Two-Year and Four-Year Colleges." Journal of College Student Personnel, 16 (6): 482-485; November 1975.

Conflicting views exist regarding priorities ascribed to the areas of academic and vocational counseling as differentiated from counseling for personal, social, and emotional adjustment in college counseling centers. Presents the findings of a comparative investigation of the prevalence of services offered by counseling centers at both two-year and four-year institutions.

CAREER COUNSELING

Bush, James E. Oakton Community College Computerized Vocational Information System, 1974-75. Morton Grove, Ill.: Oakton Community College, 1975. 12pp. (ED 119 762)*

The Computerized Vocational Information System (CVIS) at Oakton Community College (OCC) is an integrated set of guidance systems designed to help students expand their awareness of the various career and educational opportunities available to them. Terminals are available for student use every weekday from 8:30 a.m. to 10:00 p.m. The Career Exploration subsystem of CVIS permits a student to explore and receive specific information about 450 occupations. Three College Planning subsystems provide general and specific information about various four-year colleges and their programs. The Technical Specialized School subsystem enables the student to identify local technical and specialized schools. The Apprenticeship subsystem uses a tutorial approach to inform students about apprenticeships in general and about local apprenticeship opportunities. The Employment Opportunities subsystem provides computer assisted instruction to inform the student about the process of making decisions related to job selection. A Military Information subsystem provides students with a teaching script about draft obligations, deferments, enlistment, military academies, and ROTC units. The Transfer Planning to Illinois Schools subsystem assists students in planning their OCC programs. Results of various surveys indicate that CVIS is well-received and well-utilized by students and counselors alike.

Groves, Cecil L., and Kennedy, Edward A., Jr. Career Counselor-Technician: A Progress Report. Atlanta, Ga.: Southern Regional Education Board, 1974. 83pp. (ED 112 976)*

This document describes the development of a model career counselor-technician curriculum at the junior college level. The initial steps taken included the organization of an advisory committee, the selection of Delgado Junior College as a sponsoring institution, the selection of a project director, and the proposal of a project budget. After establishing the need for a career counselor-technician, analyzing the availability and characteristics of potential students and faculty, selecting a curriculum model, and determining curriculum content, a prototype curriculum was developed. The prototype is designed to allow flexibility at any point in order to accommodate the needs of different locales. In order to avoid over-specializing the student and limiting his horizontal mobility, an occupational cluster or job-family approach is employed. However, the curriculum is sufficiently specialized to meet the demands of the employer as to job entry skills. Curriculum outlines and course descriptions for four specific human service programs now offered at other community colleges are presented as representative of current curriculum design in this field, along with course descriptions for the prototype career counselor-technician program. A survey of the literature is included, as well as the proceedings of a 1973 seminar on career counseling.

Healy, Charles. Career Counseling in the Community College. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1974. (Available from Charles C. Thomas, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Ill. 62703 for $7.95.)

Replicable career counseling procedures that are appropriate for the adolescents and adults in community colleges are discussed in this monograph's five chapters. The concept of replicable counseling is defined in chapter 1, as a framework for reviewing 13 replicable procedures. In chapter 2, procedures that provide assistance in accomplishing basic vocational developmental tasks suggested by Ginzberg and Super are reviewed. Chapter 3 provides procedures for resolving special difficulties of junior college students, such as homemakers, disadvantaged youth, and adults who are changing occupations. The similarities and differences among the procedures and their general limitations are summarized in chapter 4. Chapter 5 reviews methods of evaluating career counseling development. Appendixes present: Plan of Career Counseling at Cabrillo College; Excerpt from Reinforcement Counseling Group Session; Student Profile; Personal Traits; Holland's Six Occupational Clusters; Components of Group Career Counseling; Example of a Master Plan (with Study Times Filled In) and Hot Sheet and Daily Action Plan; and Excerpt from Bate's Time Management Counseling. A lengthy bibliography and an index are provided.

Heise, William, and Others. Career Planning Seminar: A Procedural Outline for Assisting Persons in Career Planning through Group Procedures. Livonia, Mich.: Schoolcraft College, 1975. 66pp (ED 109 548--Available in microfiche only.)*

The Career Planning Seminar was developed by a committee of Schoolcraft Community College counselors for the purpose of facilitating career decision-making in groups. This group structure was adapted from the Systematic Career Counseling Process (used for individual counseling). The program is primarily a guide for counselors and suggests a format and group activities that can be used with career counseling groups of 10 to 12 participants. The process has a positive approach and focuses on the key issues that go into making career decisions. The program is intended to be used with any person who wishes to clarify his/her career future. This group process is being used with community college students who are concerned mainly with choosing an occupation or a college major. It is also being used with adults who want to clarify their lifework objectives and perhaps make mid-life career changes. The Career Planning Seminar is designed to be used in 12 two-hour sessions. It is suggested that the groups meet over a period of 12 weeks; however, other designs such as weekend workshops are feasible. Session topics include: Introduction, Vocational History and Development, Personal Career Needs, Career Information, Self Concept, Value Clarification for Career Choice, Work Value Auction, Level of Functioning (Reality Factors), Strength Acknowledgement and Career Choices, Summary of Career Information, and Career Planning.

Measured Aptitudes vs. Self-Rating in Identifying Occupations. San Francisco: City College of San Francisco, 1975. 9pp. (ED 107 335)*

Since 1972, guidance counselors at the City College of San Francisco have been using a computerized system called the Computer Assisted Occupational Survey (CAOS) to help students make career choices. CAOS uses a battery of aptitude tests to measure verbal and numerical abilities, spatial visualization, clerical perception, and general learning ability. Test scores are converted into a profile which is then related to Aptitude Qualifications Profiles found in the Dictionary of Occupational Titles. Before taking the aptitude test battery students make a self-estimate of expected standing on the tests. The California Occupational Survey (COPS), which measures occupational interests, is also administered. This study was undertaken to determine if occupational areas identified for exploration through aptitude test measurement corresponded to areas identified by student self-estimate of aptitudes. For only one of the 20 students studied was there much mutual identification of occupational areas. The data do not suggest which is the more valid approach; they only show that the two tend not to yield consistent results. Instances in which congruence of areas occurs perhaps offer the most significant leads. The revealed tendency of students to underestimate themselves suggests that more positive encouragement may derive from impersonal objective measurement. Tabulated data are appended.

Najarian, Michael. Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons). Boston: Massachusetts State Board of Regional Community Colleges, 1976. 22pp. (ED 132 252)*

Project Reach is based on the assumption that youth adults, and other target populations will be assisted to a significant degree in knowing more about occupations and in making occupational choices more effectively through the planned interaction with trained retired resource counselors. The project will address three major problem areas: The need for work-oriented counselors, realistic and current occupational information, and the need for a more meaningful student-counselor ratio through which the student can be provided with the opportunity to obtain data to make meaningful occupational choices. The Board of Regional Community Colleges (Massachusetts) proposes to implement the concepts and methodology developed through Project Reach in a minimum of three community colleges. At each of the colleges selected, the project will function in or in close relationship with the existing guidance and counseling offices. Initial and operational phases of the project are described, and a work plan schedule and target dates are outlined for a 12-month period. Project evaluation, and results and benefits expected are also described. A listing of project director, key project staff, and advisory committee members is included.

Pyle, K. Richard, and Stripling, Robert O. "The Counselor, The Computer, and Career Development." Vocational Guidance Quarterly, 25 (1): 71-74; September 1976.

This study explores the relationship of computer-assisted career guidance activities and career maturity and describes the counselors' role in using the computer. The study used computer-assisted activities with community college students and compared the latter to a control group. The experimental group had greater increase in vocational maturity.

Sandoval, Bernardo, and Ray, Dorothy. Aides to Career Education: Counselor Aide Handbook. Los Angeles: Los Angeles City Schools, 1975. 96pp. (ED 117 480)*

The handbook, designed for use by career advisors and counselor aides working with disadvantaged students in regular Los Angeles Unified School District vocational programs, provides information for the classification of counselor aide (job definition, typical duties, and qualifications), guidelines for effective utilization of aides, and information on program accountability and evaluation. Copies of a task analysis chart, program data sheets, and counselor aide log are included as well as definitions of academically/socially/economically/culturally disadvantaged persons. The document predominantly consists of 10 appendixes: counselor aide employment information, an annotated list of referral agencies, district personnel rules and regulations,

legislation and regulations related to pupils' rights to privacy, concurrent enrollment opportunities in two-year colleges, guidelines for the administration of individual tests, selecting a career and getting a job, Los Angeles City College two-year counselor aide program, annotated bibliography, and self-evaluation for paraprofessionals.

COUNSELING DIVERSIFIED STUDENTS

Minority Students

Anzalone, J.S. (Ed.) Workshops for Counselors: Focus on the Black Student, 1970, 1971, 1972. Atlanta, Ga.: Southern Regional Education Board, 1973. 66pp. (ED 080 923)*

This report summarizes the activities of three workshops on pre-college counseling, and includes several of the presented papers. The workshop series brought together more than 200 secondary school counselors, junior college representatives, and other guidance personnel. The participants, black and white, gathered to examine counseling services for black students seeking to enter post-secondary institutions. Specific papers included in the report deal with imperatives for counselors in the 1970s cultural factors influencing counseling in integrated schools, problems faced by black and white counselors with desegregated student bodies, and the commitment of colleges and universities to serve black students.

Gilsdorf, Dale L. Minority Counselors: Are They Really Needed? Paper presented at the 31st Annual Convention of the American Personnel and Guidance Association, New York, March 23-26, 1975. 15pp. (ED 110 910)*

To determine if male junior college students differed in counselor preference by ethnicity and type of problem a stratified random sample of 60 students was drawn: 20 Mexican Americans, 20 Blacks, and 20 Whites. Subjects who were presented with validated counselor photographs representing the three ethnicities then assumed both administrative and personal problem situations and made counselor selections. Significant differences were found in student preference for Mexican American, Black, and White counselors for both problem situations. When provided a choice Mexican American, Black, and White students tended to prefer a counselor of their same ethnicity. In general, students also wanted to speak with a counselor of their same ethnicity more for the personal than the administrative problem situations. The results clearly support the view that counselor ethnicity is perceived by students as a significant variable in counselor selection.

Gonzalez, Carlos, and Others. Counseling the Mexican-American Student: A Position Paper. Unpublished paper, 1972. 11pp. (ED 101 259)*

The authors attempt to increase understanding of the Chicano student in a community college setting. The attitudes and values of a counselor are very important in a counseling relationship; therefore, a counselor must be honest with himself in analyzing his own feelings about those who are different from himself. Many Chicano students enter community colleges with a definite identity crisis. They have been living in two cultures, believing that they must totally accept one and reject the other. A counselor has a responsibility to educate himself about the history and culture of the Mexican-American and to take an active part in helping students resolve their identity crises. In addition it is important for students to be encouraged to study the history and culture of the Mexican-American (i.e., Raza classes).

Hernandez, Alicia. Enriching Self Concept Through Bicultural Approaches; Group Counseling for Chicanas-Project Mexico. Los Angeles: University of California at Los Angeles, Latin American Center, 1977. 9pp. (ED 134 294)*

This document outlines an integrated plan for establishing a community college counseling group exclusively for Chicanas, which focuses on strengthening self-concept in order to succeed in college. Among the objectives of the counseling program are increasing the personal power base of the counselee, enhancement of the Chicana's ethnic group identity, reinforcement of the use of Spanish to reflect a better self-concept, development of an emotionally supportive environment, and acquisition of adaptive skills for overcoming alienation, sharing of information, and to affect risk-taking. Among the counseling group activities that can be utilized in meeting the counseling objectives are discussion of personal topics, development of college survival skills, and analysis of cultural advantages and handicaps. A short bibliography is appended.

Adult Students

Burnside, Robert W. "Group Counseling Technique for Adults Returning to College." Journal of College Student Personnel, 15 (1): 62; January 1974.

This brief report describes a two-credit hour course which uses McHolland's human potential seminar to help adults overcome their anxieties about returning to college.

Hartwig, John Edward. An Investigation of Adult Counseling and Guidance Programs in the Nineteen Public Community Junior Colleges in the State of Kansas. Doctoral dissertation, Kansas State University, 1973. (Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Mich. 48106, Order No. 74-14,359.)

This study was undertaken to investigate the role and scope of adult counseling and guidance programs in the 19 public community junior colleges in Kansas. The study was concerned with providing data which may lead to a series of recommendations for the Kansas State Department of Education concerning specific programs and practices which would help establish guidelines relative to adult counseling and guidance programs in the community junior colleges. The study dealt with the following areas: (1) priorities, (2) strengths and weaknesses, (3) problems in establishment of programs, (4) reasons adults seek counseling services, (5) background of adult counselors and administrators, and (6) time spent with adult counseling programs.

Evening Students

Benson, Laurence L. Preliminary Study of Counseling Services for Evening Students at Tallahassee Community College. Unpublished paper, 1972. 33pp. (ED 082 726)*

To identify characteristics of Tallahassee Community College evening students and to ascertain their attitudes toward and perceptions of counseling services, questionnaires were administered to 16 evening classes. A total of 276 valid questionnaires were obtained. The results of analysis of the questionnaire data showed that TCC evening students were similar to those students attending other two-year colleges, and that the evening students perceived a need for counseling, especially for academic advisement and vocational guidance. The hours preferred for counseling services were 5 to 7:30 p.m. Monday through Thursday. A model for evening counseling services at the college, designed from the questionnaire data, is provided in an appendix. The questionnaire used and a list of the classes selected for the study are also provided in appendixes.

Women Students

Andrews, Dorothy E. Continuing Education for Women at Mattatuck Community College. Unpublished paper, 1973. 20pp. (ED 089 805)*

A group counseling program for mature women students with family responsibilities was established to assist women in adjusting to their new roles as students. Participants were selected after undergoing an individual interview screening and orientation to the nature and purposes of the program. This approach was used to select only those individuals whose needs were similar and who would seem

to benefit from this type of activity. Eight participants were ultimately selected. The program consisted of six sessions held on a weekly basis. Session topics included: Developing Listening Skills; The Community College: A New Experience; Friendships and Family; Careers; and Sexuality. A post-session evaluation instrument was completed by each participant, in addition to an individual participant diary kept for each session. All participants felt that the program was valuable.

Chitayat, Deanna, and Hymer, Sharon. The New Occupational Student: The Mature Adult Woman. A Preadmission Counseling Program in Four CUNY Community Colleges. New York: City University of New York, Institute for Research and Development in Occupational Education; and Albany: New York State Education Department, 1976. 129pp. (ED 138 877)*

The New Occupational Student: Mature Adult Woman (NOSMAW) was a preadmission counseling program in four community colleges which sought to encourage women to explore their educational and vocational potential. This program consisted of a series of workshops which focused on self-awareness activities and provided college and career information. In addition, 20 community college counselors received training in the Motivation Advance Process. A framework for a peer counseling program was established as a post-admission service for the women. Recruitment through mass media, cultural clubs and parents' associations resulted in 672 women attending an initial orientation session. Three hundred forty-one women from various socioeconomic and ethnic backgrounds were accepted into the program. Seventy-six percent of the women completed the program and 72.5% (189 women) subsequently applied for college. The majority of women enrolled in occupational programs. Among the most popular choices were A.A.S. programs in traditionally male dominated fields. One hundred twenty-one full time equivalents were projected for the 189 college applicants. The attrition rate after the first year of college attendance was only 4%. The program was equally effective with all population subgroups.

Loring, Rosalind, and Adams, Mary. Group Counseling of Minority and Low-Income Women Students: A Model Program for Junior College Educators. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1972. 47pp. (ED 059 715)*

The focus of the program described in this paper was to help junior college counselors and other staff be more effective in working with educationally disadvantaged women students. A second purpose was to train junior college staff in the use of group counseling as a technique which could reach more students than present methods. The program for the "Training in Group Counseling of Minority and Low-

Income Women Students in Junior College" was offered in the winter and spring of 1971 to 60 participants by UCLA Extension. Objectives included: (1) providing information on the life expectations and opportunities of low-income women; (2) encouraging insight and awareness in counselors of needs and aspirations of disadvantaged women students; (3) to increase counselor skill in group methods; (4) to help set up and supervise actual group counseling situations at the participants' colleges; and (5) to encourage the use of para-professionals in counseling work. Participants and staff agreed that the program was effective in providing new information and changing the attitudes of participants toward educationally disadvantaged minority women. Detailed descriptions of the planning, staff, curriculum, instructional techniques, and evaluation of this program are included.

Moore, Kathryn M., and Veres, Helen C. "Traditional and Innovative Career Plans of Two-Year College Women." Journal of College Student Personnel, 17 (1). 34-38; January 1976.

Differences between women in two-year colleges who are planning traditional and innovative careers and lifestyles are discussed, with emphasis on the implications for counselors. Each group reveals unique perceptions and needs as students and as women. Counselors are urged to develop ways to help both groups of women students.

Reverse Transfer Students

Westbrook, Franklin D. Occupations Available to the Community College Trained: A Reverse Transfer Manual for Counselors and Academic Advisers. College Park: Maryland University Counseling Center, 1973. 57pp. (ED 082 710)*

Kuznik (1972) completed a study of community college populations and found that there is a rapidly growing number of students enrolled who were formerly enrolled in 4-year colleges and universities (reverse transfers). Impressively large percentages of the reverse transfers (38% males and 40% females) were continuing with their vocational plans, but even larger percentages of them either planned to enter a new field or did not have definite vocational plans (45% males and 44.5% females). Above 30% of the males and above 25% of the females complained of getting no assistance in making their transfers, and very similar percentages of the two groups of reverse transfers were either negative or bitter about their experiences at the 4-year institutions. A survey was made of the 16 Maryland public community college academic and vocational programs and a manual was written to assist counselors and academic advisers with their efforts to help students exiting Maryland 4-year colleges and universities find appropriate academic placement in Maryland public community colleges. Holland vocational codes were used to show similarities between occupations available to those trained at community colleges and occupations that are normally acquired by graduates from 4-year institutions.

Physically Handicapped Students

A Resource Handbook for Counseling the Physically Handicapped Student: Chabot College, South County Joint Junior College District. Hayward, Ca.: South County Joint Junior College District, 1973. 169pp. (ED 086 297)*

This handbook is intended for those who counsel the physically handicapped (hearing, orthopedic, speech, or visually impaired) students in high schools and community colleges within the South County Joint Junior College District. Following an overview on counseling the handicapped, three levels of educational resources, the high schools, Chabot College, and people to contact in other local colleges and universities, for the handicapped student in the South County Joint Junior College District are examined. An alphabetical list of agencies and two cross-indexes are provided. The agencies list is a Resource Directory of those agencies that serve the handicapped in, with the exception of an agency in Marin County, Alameda, Contra Costa, San Francisco, and San Mateo Counties. Resources available at Chabot College and in the area for those who counsel the disabled veteran are listed. The results of a survey of employers are provided in a chart listing occupations accessible to the physically handicapped and in a Cross-Index by Disability (Summary Tables 1 and 2 were deleted due to marginal reproducibility). The four appendixes provide information concerning: A. Resource Directories, Occupational Resources, and Recommended Readings; B. Issues for Discussion and Reflection by the Counselor; C. Classification of the Physically Handicapped; and D. Glossary of Terms.

PEER/PARAPROFESSIONAL COUNSELING

Anderson, Donald, and Others. Student Development Modules in Community College Peer Helper Training. Roanoke: Virginia Western Community College, 1975. 24pp. (ED 103 053)*

Virginia Western Community College (VWCC) has developed a peer helper training program based on a modular training design. A peer helper at VWCC is a student attending the college who has been trained and evaluated as being effective in specifically defined interpersonal helping relationships. Peer helpers provide services as an adjunct to those services provided by the VWCC counseling staff. After initial failure to develop a successful training program, the VWCC counseling staff developed an innovative modular training program. Each module is an independent unit focusing on particular cognitive, skill, and/or affective requirements of a specific task. Sixteen training modules are included in the program and are listed in the appendix. The assumptions underlying the general aspects of the program are: (1) there does exist a common core of facilitative conditions

or relationship-building skills that is characteristic of all helping interpersonal relationships and (2) a helper must have skills and knowledge or a response repertoire adequate and specific for the task to be performed. Means for evaluating the individual participants in the program are described. An extensive bibliography used in developing the VWCC program is included.

Anderson, Robert A., Jr. Paraprofessionals in Washington Community Colleges. Unpublished paper, 1972. 5pp. (ED 081 421)*

Results of a survey of 23 community colleges in Washington State in regard to the use of potential use of paraprofessionals in the area of guidance and counseling are provided. Of these colleges, 6 were using paraprofessionals, 1 was planning to add two, 11 planned to add paraprofessionals "when their budget allowed," and 5 reported no plans for including paraprofessionals. The functions assigned to paraprofessionals currently on staff were varied; these included information giving, scheduling/advising, receptionist, data-control test coordination, administration and scoring, admissions, distribution of occupational-educational information, and a number of other duties. Contractual arrangements for the six institutions that had paraprofessionals varied. The educational preparation of the paraprofessionals ranged from a currently enrolled student to one who had completed a Master's Degree in higher education and counseling. In a similar survey of 23 Deans of Instruction of community colleges, there were significantly more paraprofessionals reported to be performing functions in the instructional programs, ranging from a high of 23 in the system to 1. It appeared that a majority of the paraprofessional positions were held by work-study students or students hired through some type of institutional fund. Common definitions for paraprofessionals presently exist that may be used as guidelines for community colleges. Four models for identifying the role of the paraprofessional, as advanced by Dr. Jane Matson, are provided.

McKee, John E., and Others. "Paraprofessionals in the Community College." Journal of College Student Personnel, 18 (3): 231-234; May 1977.

Community college counselors were surveyed concerning their perceptions of paraprofessional responsibilities in academic advising, career development, personal/social counseling, recruitment, and other student services. The counselors' responses indicate that guidance and product-oriented services could be functions of paraprofessionals.

Parker, Dolores A. A Case for Peer Counseling. Unpublished paper, 1976. 19pp. (ED 125 705)*

The purpose of this paper was to design a peer counseling program for Davidson County Community College. Implementation of such a

program will provide more services for each student at a low cost, will provide leadership/work experience for students at the college, and will enable professional counselors to devote more of their time to the counseling function rather than to the guidance function. The primary function of the peer counselor is to perform those duties that do not require professional credentials, such as information-giving, study techniques, and class scheduling assistance. In the literature review, the author details the functions of paraprofessionals, the functions of the counselor, and the advantages of utilizing paraprofessionals. After describing the peer counseling programs at two other North Carolina community colleges, the author presents a method for gaining administrator support and approval, plans for selecting and training peer counselors, a proposed list of peer counselor functions, and a method of evaluating the peer counseling program. A short bibliography is appended.

Young, Jerry W. Paraprofessionals as Counselors. Unpublished paper, 1975. 9pp. (ED 145 908)*

An experiment using paraprofessionals as counselors began in summer 1972 at Allegany Community College with the hiring of three recent graduates whose primary responsibility was to enhance communication on campus among students and between students and staff. Guided by a weekly three-hour clinic session with the Dean of Student Services and by special training events, the paraprofessionals evolved their own areas of activity, becoming catalysts and referral agents to the student services staff. The program success insured its continuation and expansion through 1974-75, by which time all had become regularly employed in service areas. The experiment resulted in the following recommendations regarding the inclusion of paraprofessionals in student services: (1) the selection of open, accepting, assured persons is critical; (2) they must have the total commitment of at least one professional with some power on campus; (3) clinic sessions conducted by a support staff member seem to be most effective for training and personal growth; and (4) the role must be defined by institutional policy, preferably joined to an articulated career ladder.

EVALUATION

Badger, Solomon L. III. Evaluation of the Counseling Program of an Urban Community College by Staff and Students. Doctoral dissertation, Nova University, 1975. 97pp. (ED 111 475--Available in microfiche only.)*

In order to measure the effectiveness of an urban community college counseling service, a questionnaire was developed and administered to a random sample of students, faculty, administrators, and the professional staff of counselors from the three campuses of Florida

Junior College at Jacksonville. Of 321 subjects, 219 responded (68 percent). Twenty-two counseling functions were rated in terms of the extent to which they were actually being performed, should ideally be performed, or were useful. Data are recorded in tabular form. As evidenced by a strong increase in the response tendency between the real and ideal categories, a need for improvement was perceived for every function except providing marriage counseling, which all groups perceived as unnecessary. Where significant differences occurred between group responses, administrators and counselors collectively tended to disagree with the other groups. Although faculty and students saw the usefulness of all counseling functions except marriage counseling, counselors did not consider registration assistance, student screening, and providing information on students to the college useful. A review of the literature is included, and a bibliography is appended.

Blimline, Carol, and New, Rowland. "Evaluating the Effectiveness of a Freshman Orientation Course." Journal of College Student Personnel, 16 (6): 471-474; November 1975.

This study was undertaken to evaluate the effectiveness of a community college orientation course and to determine the frequency of counselor-student contact. There were no significant differences between groups' responses to a questionnaire designed to measure the objectives, but counselor-student contact was significantly affected.

Hecht, Alfred R., and Henry, Bonnie. Development of a Semantic Differential Instrument for Student Evaluation of Community College Counseling Conferences. Paper presented at the Annual Meeting of the North Central Region AERA Special Interest Group on Community/Junior College Research, Madison, Wis., July 15-16, 1976. 29pp. (ED 125 679)*

In the past, annual student evaluation of counselor effectiveness at Moraine Valley Community College (Illinois) has been conducted by means of three unvalidated instruments. In order to achieve increased accountability, a student services committee has developed a conceptual design for a comprehensive counselor effectiveness evaluation system. As a component of the larger system, a valid and reliable diagnostic instrument was developed for student evaluation of individual counseling services. This instrument was designed with a semantic differential scale to measure the effectiveness of three different counseling processes (acceptance of client, counselor self-acceptance, counselor support), and two counseling outcomes (conference worthwhileness, client independence). A jury of counselors, counselor educators, and counselor administrators confirmed the content and construct validity of the instrument. Construct validity was also demonstrated by means of a principal components analysis of 281 student evaluations of 11 counselors. Internal consistency reliability coefficients confirmed the multidimensionality of the instrument. A survey of the literature on counselor evaluation is presented, as are complete statistical

results of the jury evaluation and preliminary application of the instrument. The instrument itself is appended.

Javens, Jack R. Evaluation of Career Counseling and the Career Center Programs at Imperial Valley College and External Campus. Imperial, Ca.: Imperial Valley College, 1977. 85pp. (ED 142 705)*

Description and evaluation of services offered by the Career Center at Imperial Valley College, a community college located in southeastern California, is reported in this document. (The college serves a large percentage of disadvantaged students, predominantly Mexican-American.) The evaluation report includes discussion of the following areas: Geographic description of Imperial County, demographic information, economic/employment status, problems encountered by disadvantaged students, Imperial Valley College statistics on student population, philosophy and goals of career education, career center and staff, career center media, major media description, interaction with faculty, interaction with students, interaction with the community, interaction with counseling staff, evaluation of career center media, evaluation of student use, and evaluation of Psych 8/HR 8 (a three-unit structured course in career planning). Appendixes contain materials used in activities and the administration of the Career Center, i.e., career planning model, course outlines (Personal and Career Development and Career Guidance Theory and Practice), and information on the filmstrip program.

A Report of the Satisfaction of Recent Vocational-Technical Graduates with the Academic Counseling and Registration Assistance Received. Honolulu, Hi.: Leeward Community College, 1975. 24pp. (ED 119 779)*

In fall 1974, 126 students who had been enrolled in vocational-technical programs at Leeward Community College during the 1973-74 academic year, and who had petitioned for graduation, were sent follow-up surveys. This report details their reactions to academic counseling and registration assistance. The 96 responses represent a 76 percent response rate. Seventy of the respondents had received the associate degree, and 26 had received a certificate. The vocational areas that were most heavily represented were secretarial science and accounting. About 20 percent of the students felt that they did not need counseling, but over 40 percent reported that they could have benefited from additional counseling. Most of the respondents were not veterans, but those who were felt that the veterans' counseling program was either good or bad improved subsequent to their graduation. About 13 percent of all respondents felt that the quality of academic counseling was excellent, and 30 percent rated it as good. However, about 10 percent of the respondents said it was poor. Most of the students felt that the college was meeting their registration assistance needs, but many noted a need for more vocational offerings in the evening. Data are tabulated, and the survey instrument is appended, along with comments of the respondents.

Selgas, James W. Student Services: An Evaluation Over Time, 1972-1976. Research Report 16. Harrisburg, Pa.: Harrisburg Area Community College, 1977. 127pp. (ED 148 408)*

A two-part survey was administered to students, faculty, student services staff, and administrators of Harrisburg Area Community College in order to assess the validity of student services. Part A of the survey asked the respondents to rate the importance, quality of service, and extent of use of five areas of student service: admissions, registration and records; guidance and counseling; job placement and financial assistance; student activities; and administrative services. Part B of the survey varied for each target group: students rated the competence of professional counselors, provided their perceptions of the "student counselor" role, and their preferences for centralized, divisional or decentralized student services; faculty and administrators assessed their abilities as academic or vocational advisors; and student services staff rated the importance of various types of counseling, the roles of student services administrators and staff, the importance of student services administrative functions, the amount of help needed by students of different types of problems, and the roles and relationships of professional and student counselors. The report presents the findings and compares them to those of a similar study conducted in 1972. Trends are noted and recommendations for improvement are made. The questionnaires are appended.

SPECIAL CONCERNS

Articulation

Strom, Lawrence H. A Study of Articulation Practices in Selected Industrial Education Programs between Public Secondary Schools and Community Colleges in California. Final Report. Washington, D.C.: Bureau of Occupational and Adult Education, 1977. 59pp. (ED 145 168)*

The purpose of the study was to ascertain the nature and extent to which articulation practices are used in selected industrial education programs of California public secondary schools and community colleges. Hypotheses were tested for significance of difference in the mean scores between secondary and community colleges at the personnel levels on three articulation dimensions of information, communication, and interaction. The testing was done by having administrators, counselors, and teachers at 50 community colleges and 50% of the secondary schools within the boundaries of these community colleges to complete an articulation information form which had been pilot tested at both educational levels. After analysis of the data, the following conclusions were drawn: Little coordination now exists between administrative levels for purposes of vertical articulation; a lack of vertical articulation exists between counselors at community colleges and public secondary

schools; vertical articulation was not apparent between industrial education teachers at the two educational levels studied; professionals who are not directly involved in the delivery of industrial education instruction in the classroom have different perceptions of vertical articulation than do teachers; industrial education faculty at both educational levels do not agree that program interaction exists between the two levels.

Ethics

Vafakas, Katherine M. "Ethical Behavior of Community College Counselors." Journal of College Student Personnel, 15 (2): 101-104; March 1974.

The ethical judgment scale was used to identify and categorize the ethical-professional posture of community college counselors when dealing with specific problem cases. The dimensions of ethical and legal problems confronting counselors were also investigated.

Sex Discrimination

Weitz, Anna D. Eradicating Sexism in Vocational Education. Final Report. Williamsport, Pa.: Williamsport Area Community College, 1977. 101pp. (ED 147 564)*

A project was conducted to identify the nature and extent of sex role stereotyping in the Williamsport Area Community College. Using examination methods which could be replicated by other institutions, the project documented instances of sex role stereotyping in college procedures and materials which can affect students' career and educational options. The study was guided by the following objectives: conduct an institutional self-assessment to determine to what extent the college contributes to sex stereotyping in counseling and institutional activities; assess counseling, instructional, and career-related materials used by the college to determine the extent that material contributes to sex stereotyping; and conduct inservice seminars for instructional and counseling personnel on various aspects of sexism and ways to reduce or eliminate real or artificial barriers. Project activities included the following: compiled background information on sex stereotyping and bias in vocational education and the labor market; developed, administered, and analyzed results of an attitudinal survey administered to students and faculty on sex stereotyped beliefs; and reviewed each academic division to determine if any program or activity included factors which contribute to sex role stereotyping.

Alcohol and Drug Counseling

Yen, Sherman. Training Behaviorally Oriented Paraprofessional Alcohol and Drug Counselors: A Review of Training Models, Procedures, and Their Effectiveness. Rockville, Md.: National Institute on Drug Abuse, 1977. 21pp. (ED 151 650)*

In the first part of this paper, training models and procedures of alcohol and drug counselors at paraprofessional levels are compared and elaborated. Findings from a review of more than 120 different training programs throughout the United States reveal that none of these programs are designed specifically to train behaviorally-oriented drug and alcohol counselors, and only a few training facilities include a behavior course in their curriculum. Some of the difficulties and advantages of short-term training of behaviorally-oriented workers are discussed. The second part of the paper describes behaviorally-oriented, paraprofessional drug counselor training procedures developed by the author in a community college setting. Information on evaluation procedures and curriculum design is included, as is a list of suggested readings.